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<b>Overall</b>	  	<ul style="list-style-type: none"> <li>Promote the early childhood agenda with statewide constituents and interested parties</li> <li>Incorporate the use of kindergarten readiness definition and screener data into professional development, into STARS, use by the CECCs, etc.</li> </ul>	In 2013, we have presented at the Region IV Head Start Association Conference in Atlanta, a state meeting of Children's Librarians, the KSBA Conference, the North Carolina Smart Start Conference, the NAEYC National Professional Development Institute, and a second Head Start Association Conference.
<b>Program investment</b> Makes budget recommendations on Kids Now program funding		<ul style="list-style-type: none"> <li>Implement a more robust program review process that includes analysis of overall funding, dollars leveraged, outcomes data and unmet needs.</li> </ul>	Program Investment is currently asking for "big picture" input about funding priorities for tobacco settlement funds. They will begin reviewing at the program level after the end of this fiscal year to make recommendations for the next biennium.
<b>Assessment</b> Recommend number and type of screening tools Promote Standards, Definition and data collection	    	<ul style="list-style-type: none"> <li>Screener identified</li> <li>Staff trained</li> <li>Screener administered</li> <li>Data collected and widely shared</li> <li>Revise Early childhood Standards to reflect 5 domains</li> <li>Incorporate changes into the assessment guide and parent guides</li> </ul>	<p>The Assessment Subcommittee has met twice since the last ECAC meeting in March. First the group convened a conference call on April 2<sup>nd</sup>. The primary purpose for this call was for members of the subcommittee to have an open discussion with the Department of Education regarding the 2013-2014 implementation of the Brigance Kindergarten Screener. The Department reviewed their plans for 2013-2014 and committee members offered recommendations on possible opportunities for improvement. This is a continuation of work that began in February.</p> <p>The second conference call on May 31<sup>st</sup> focused on finalizing updates to the Continuous Assessment Guide (CAG). Work on updating the CAG began in January and suggestions for updates had been collected and integrated since that time. The May 31<sup>st</sup> meeting was the final call for updates or changes. On Friday June 7<sup>th</sup>, all of the members of the subcommittee were asked to complete a survey that indicated their approval to send the CAG to ECAC for final approval during the June 20<sup>th</sup> meeting. That motion passed and the ECAC will receive the updated CAG on June 20<sup>th</sup> for consideration to adopt the changes.</p>
<b>Community Collaboration</b> Align CECC funding with local collaboration	  	<ul style="list-style-type: none"> <li>Begin to create models for excellent CECCs, able to deliver on the vision of our work at the local level.</li> <li>Build competencies in assessment, using</li> </ul>	On March 14 <sup>th</sup> and 15 <sup>th</sup> the Governor's Office of Early Childhood, in partnership with the Community Collaboration Subcommittee convened the 2013 Community Early Childhood Council Annual Institute. The institute was held in Somerset, KY at the Center for Rural Development and several Subcommittee members were in attendance. The theme for this year's institute was Building Effective Councils and featured a Chair's Luncheon with Terry

<p>goals Promote collaboration competencies</p>	  	<p>kindergarten screener data, engaging families and community change models</p> <ul style="list-style-type: none"> <li>• Build a plan for regular communication with all CECC members</li> <li>• Consider some capacity building incentive for creating local models (community planning grants to develop local plans for change) as additional competitive grants</li> </ul>	<p>Tolan and training sessions on the 2013 Request for Application and the Early Childhood profiles. The second day of the institute featured a “round robin” of best practices and a local issues panel. 139 people attended that represented 71 councils and 94 Counties.</p> <p>Since ECAC last met on March 21<sup>st</sup> the Community Collaboration Subcommittee concluded its series of information sharing meetings with a select group of CECCs. In total, nine CECCs provided Subcommittee members with a report of their activities. They reported on both strengths of their council and barriers they face. The Subcommittee members learned that the five success factors that were recognized from the previous year’s meetings held true. That is, all highly functioning councils exhibited all of the following characteristics:</p> <ul style="list-style-type: none"> <li>• <u>Common Vision</u> – All understand the importance of the work</li> <li>• <u>Collaborative Membership</u> – The right people at the table</li> <li>• <u>Robust Leadership</u> – Diverse leadership but all strong</li> <li>• <u>Shared Goals</u> – Everyone focused on the same outcomes</li> <li>• <u>Results Driven</u> – Measuring success with data</li> </ul> <p>Subcommittee members also learned that there exists a wide range of capacity within councils. This information was used to inform the Institute agenda as a well as future Technical Assistance plans. The last meeting of the Community Collaboration Subcommittee was held on June 18<sup>th</sup>. The Subcommittee members reviewed the funding recommendation for the FY2013-2014 CECC grant cycle.</p>
<p><b>STARS for KIDS NOW</b> Improve quality early care and education. Increase STARS participation across public and private sectors</p>	   	<ul style="list-style-type: none"> <li>• Retool/ improve the current rating system.</li> <li>• Continue to crosswalk public, Head Start and child care standards</li> <li>• Conduct research needed to establish what the unit cost is for each star level and develop a plan for sustainability</li> <li>• Aggressively promote participation in STARS</li> </ul>	<p>The STARS Workgroup is continuing their work to recommend changes to the current QRIS structure. They are meeting semi-monthly in full day sessions and have had experts provide information about various measurement systems and structures.</p>

<b>Data Systems</b> Identify type and level of data in the longitudinal data system Encourage private sector data inclusion	   	<ul style="list-style-type: none"> <li>• Identify the strategic questions we are trying to answer</li> <li>• Integrate all necessary early childhood data</li> <li>• Identify missing data needed to answer the questions</li> <li>• Plan for the timely integration and dissemination of kindergarten entry data including demographic markers</li> </ul>	<p>The Kentucky Center for Education and Workforce Statistics (KCEWS - formerly P20 Data Collaborative) finalized the early childhood profile in March. The profile is organized by county and includes a state overview. Key indicators of early childhood programs at the community level, such as the k-readiness screening results, status of child care quality, and socio-economic indicators are included. The early childhood profile is available electronically via the Governor's Office of Early Childhood website and is housed on the KCEWS website.</p> <p>As part of the Request for Proposal process, Community Early Childhood Councils were required to utilize the profile information to identify targeted areas of need and plan accordingly in order to positively impact school readiness.</p> <p>The data subcommittee will meet within the coming months to review the profile and suggest revisions for the second year.</p>
<b>Professional Development</b> Integrate public and private PD system Encourage cross system collaboration Develop a PD Lattice	   	<ul style="list-style-type: none"> <li>• Develop a master plan for creating a highly effective, accessible, and integrated professional development system for early childhood educators</li> <li>• Revise the core content with specific enhancement of training on kindergarten readiness, assessment/screener, family engagement, and CLASS or other measures of interaction</li> <li>• Create a technical assistance/coaching credential</li> <li>• Enhance the Trainers' competencies to deliver high quality training including strengthen distance learning capacity, FET principles, and</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Development PowerPoint presented at the CECC Conference is on website to give guidance to Community Early Childhood Councils (CECC) which desire to offer training hours for Child Care, Head Start, and Preschool which will meet CDA requirements. (to be used to package training needed to address their community profile and screener data)</li> <li>• Core Content Work Group Members have been selected. Co-chairs of the work group are meeting with co-chairs of the Professional Development Work Group to rethink the role of this work group in terms of role of group and coordinating relationship with other Professional Development sub-groups.</li> <li>• The Technical Assistance/Coaching work group will have its next face to face meeting on July 11 in Frankfort. The Learning Table met face to face April 16. Kentucky's information has been submitted to NAEYC for the BUILD Technical Assistance Learning Table. Kentucky was represented in the April 16, 28, and May 30 webinars. The Technical Assistance/ Coaching workgroup is building upon other state work to create a TA/Coaching foundation that can be utilized throughout the early childhood field.</li> <li>• The Trainer Competencies workgroup met face to face on April 23 to review recommendations for ECAC, which was followed by a conference call on April 29.</li> <li>• The first meeting of the Contact Group of the Institutions of Higher Education, Early Childhood Faculty was facilitated by Nancy Newberry on May 22.</li> </ul>

		increased application of best practices	
<b>Community Engagement</b> Establish tools and processes for engaging citizens in advocacy for early childhood	     	<ul style="list-style-type: none"> <li>• The goal of the Community Engagement committee is to build public and private will to ensure that all children are ready for school</li> <li>• Establish an attractive and informative web presence</li> <li>• Create and implement a plan for regular communication with all constituent groups</li> <li>• Focus on celebrating successes</li> </ul>	<p>The Community Engagement Workgroup has met twice with its new chair Cindy Heine and once with the new Community Engagement Coordinator Courtney Daniel. The workgroup is currently focused on its Family and Community audience. We are launching a social media campaign with communications focused on the protective factors of the Strengthening Families Framework. A calendar has been created that focuses on a different factor each week.</p> <p><b>Example:</b> <i>Parental Resilience &amp; Concrete Support in times of Need</i> - Post information/tips/resources that will be of help to parents dealing with everyday or unexpected stressors such as job loss, substance abuse, relationship problems and poverty in a way that is user friendly and not condescending.</p> <p><b>Why Social Media?</b> According to Nielson's "State of the Media: The Social Media Report," three out of four moms visited Facebook in March 2012. The report also shows that parents are more likely than non-parents to use social media to find "how-to" information.</p> <p>We are also communicating with the Family and Community audience through our monthly messaging efforts. Our past messages have focused on the five domains of the School Readiness Definition and tips for families and parents about how to prepare their children for kindergarten. May's Monthly Message, General Knowledge and Mathematics, was distributed in an interactive and standard format to increase interest without eliminating novice internet users. We encourage our community partners to distribute the message by doing the following: share with parents, write a letter to the editor, post on a social media site or include in e-news or printed newsletter. May's message was delivered to more than 2,000 contacts through the listserv, Constant Contact. The industry standard open rate for an Education and Training email campaigns is a 36 percent. We were close to that standard with a 32 percent open rate.</p> <p>After July we will be focused on our Media, Policy Makers and Advocate audience, but will continue to speak to the Family and Community audience.</p>